



STATE OF INDIANA

Request for Information 12-104

INDIANA DEPARTMENT OF ADMINISTRATION

**On Behalf Of
Indiana Department of Education**

**Solicitation For:
Lead Partner for Schools under State Intervention**

Response Due Date: May 16, 2012

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REQUEST FOR INFORMATION 12-104

This is a Request for Information (RFI) issued by the Indiana Department of Administration (IDOA) in conjunction with the Indiana Department of Education (IDOE). This RFI requests responses for Lead Partners for schools under state intervention. The State, acting by and through IDOE, reserves the right to award contracts resulting directly from this RFI.

BACKGROUND

Public Law 221 is Indiana's comprehensive accountability system for K-12 education. Passed by the Indiana General Assembly in 1999, prior to *No Child Left Behind Act of 2001*, the law aimed to establish a statewide accountability system. To measure progress, P.L. 221 will place Indiana schools into one of the following five letter categories based upon student pass rates on state ISTEP+ tests: A, B, C, D, and F. Prior to the implementation of letter grades, IDOE used the following categories for accountability purposes: Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch or Academic Probation. Schools in academic probation and/or receiving a grade of "F" for six consecutive years are eligible for state intervention.

The goal of school turnaround is to realize significant improvement over a short period of time. This goal requires swift changes by the school, district staff and the Lead Partner to implement research-based strategies of high-performing schools. Thus, Lead Partners must have a demonstrated record of successful and effective work with academically underperforming schools, especially failing high schools. Lead Partners are contracted by IDOE for the purpose of providing expertise and direction in turning around Indiana's lowest-performing schools. The district (LEA) will maintain autonomy over the administrative and operational services (e.g., education, transportation, food service). Lead Partners must work with the district to radically change the course of low-performing schools by providing targeted services to each school assigned.

The goal of the IDOE is to dramatically increase high-quality options across Indiana by targeting schools in P.L. 221 "F" status eligible for state intervention. In this case, Lead Partners will be assigned to schools in their existing buildings to assist the school and district in providing students, families and communities with exceptional academic choices within their neighborhoods. Indiana leaders have a profound sense of urgency to bring about swift and dramatic improvement in these schools.

To support the commitment in creating high-quality educational options for parents and children, IDOE is identifying qualified Lead Partners for the 2012-2013 school year and beyond. If necessary, the IDOE may make multiple contract awards to meet the capacity needs of the IDOE. Lead Partners must abide by all applicable federal and state laws.

The primary responsibility of a Lead Partner is to implement instructional,

programmatic, and/or structural supports that result in improved student performance. All supports must serve to increase student achievement no matter the specific focus (e.g., student attendance, teacher evaluation). The State Board of Education (SBOE) will establish performance targets for each school and the Lead Partner will be responsible for meeting those pre-established performance targets by working closely with the school, district, all stakeholders and, when appropriate, other Lead Partners.

The Lead Partner will be responsible for the following:

1. Meeting established performance criteria and acceptance of the consequences for failing to do so.
2. Providing ongoing performance data, including both leading and lagging indicators of success and failure.
3. Entering into a contract with the IDOE. The specific autonomies provided to the Lead Partner must be agreed to by the IDOE and described in the contract between the Lead Partner and the IDOE.
4. Focusing on one or more agreed upon target areas (e.g., evaluation, curriculum and instruction, leadership) based on the identified needs of the school(s).
5. Providing consistent and intense (i.e. “high touch”) on-site support.
6. Ensuring the support provided is strategically aligned with school-wide initiatives and designed for long-term viability and sustainability.
7. Participating in data collection, evaluation, and reporting activities as specified by the SBOE and IDOE. For example, accountability indicators may include data such as number of discipline incidents or teacher attendance rates.
8. Any other duties outlined in the established contract between the IDOE and the Lead Partner.

John Marshall Community High School is part of Indianapolis Public Schools and is the only Indiana school currently in year five of PL 221 “F” status. At the end of the 2011-2012 school year, the IDOE will determine category placements for Indiana public schools. If John Marshall Community High School is still in the lowest category or “F”, it will be eligible for state intervention.

The IDOE has entered into a one-year contract with Lead Partners to provide targeted assistance to Broad Ripple Magnet High School and George Washington Community High School in Indianapolis. The purpose of this one-year contract is to ensure that the IDOE, subject to approval by SBOE, has the flexibility to select a different Lead Partner(s) to provide targeted assistance to the schools listed below in the event that the initially selected Lead Partner(s) does not meet expectations during the 2011-2012

school year. As such, a Lead Partner could potentially be needed for the following schools:

- Broad Ripple Magnet High School – Indianapolis, IN
- George Washington Community High School – Indianapolis, IN

Services are classified by the three support areas below¹:

1. *Readiness to Learn*

1. Extended school day and longer school year;
2. Action against poverty-related adversity;
3. Discipline and engagement; and
4. Close student-adult relationships.

2. *Readiness to Teach*

1. Shared staff responsibility for student achievement;
2. Personalized instruction based on diagnostic assessments and flexible time on task; and
3. A teaching culture that stresses collaboration and continuous improvement.

3. *Readiness to Act*

1. Ability to make mission-driven decisions about people, time, money, and program;
2. Leaders adept at securing additional resources and leveraging partner relationships; and
3. Creative responses to constant unrest.

¹Calkins, A., Guenther, W., Belfore, G., & Lash, D. (2007). *The Turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst-performing school*. Mass Insight Research Education and Research Institute (p. 5).

SPECIFIC NEEDS

The IDOE expects to solicit responses from highly-qualified respondents that could perform the services set forth above. The IDOE is especially interested in receiving the following information from each respondent's RFI submission:

- Indicate which of the three support areas will be the area(s) of focus, and which of the schools listed above the respondent would be interested in serving, should that school (or schools) become eligible for intervention.
 - Readiness to Learn
 - Readiness to Teach
 - Readiness to Act
- Outline the programs and services to be implemented within the support areas selected above.
 - Provide a clear and concise description of the scope of services to be implemented with the selected school(s) related to the selected support areas, clearly indicating each support (e.g. school culture).
 - A timeline for task initiation and completion schedules, including regular on-site presence at the selected schools.
- Experience in providing the same or similar services contemplated herein, including evidence of prior positive impact in the areas of support.
 - Verifiable (e.g. names of schools, addresses, dates, etc.) quantitative data that demonstrates the respondent's past effectiveness in improving and sustaining student achievement. The response should include the size of the school, the location (e.g., urban, suburban), and the general student demographics.
 - Corporate capability; comparable project references of similar scope and size.
 - Contact information for 3 references.
- Names, qualifications, and experience of key staff that would be assigned to the project.
 - Provide resumes for proposed staff members.
 - Explain how each proposed staff member has the qualifications and skill set to work with *high-poverty, high-minority secondary schools*.
 - Discuss additional staff that will be needed (if any) and describe the procedures for recruiting and hiring.
- Evidence that the program design is research-based.
 - Explain the rationale for the proposed model in each of the selected support areas.
 - Include citations.

The IDOE will be looking for the following when evaluating submissions:

- Description of programs and services to be implemented with the support area(s) clearly indicated.
- Detailed narrative of prior, positive impact on schools or districts in the support area(s) chosen, including demographics of prior work and quantitative data of

success.

- Provision of theoretical and empirical research base of program design for support area to be implemented, including full citations.
- Qualifications of staff in narrative, including prior experience and effectiveness specific to support area(s) selected.
- Timeline of task initiation and completion schedules including regular on-site presence at the school.

COST

The response must include an itemized budget detailing the all costs associated with providing the services above. The respondent should indicate the pricing breakdown per school. It is likely the state will select more than one Lead Partner to support schools that become eligible for intervention. To assist in the selection and assignment of Lead Partners, the state requests all respondents to indicate the cost to provide services and any other costs associated with providing these services. Respondents' cost should be all inclusive, as no additional costs will be considered after potential awards are made and agreements are executed.

CONTRACT DISCUSSIONS

A sample contract is provided in Attachment A. Any requested changes to the sample contract must be submitted with your response. The State reserves the right to reject any of these requested changes. It is the State's expectation that any material elements of the contract will be substantially finalized prior to contract award.

RESPONSES

Firms interested in responding to this Request for Information should submit a hard-copy original and a CD original as well as three (3) CD copies of the written response to the Indiana Department of Administration:

**Steve Webb, Strategic Sourcing Analyst
Indiana Department of Administration
Procurement Division
402 West Washington Street, Room W468
Indianapolis, IN 46204**

Responses must be received no later than 3 p.m. Eastern Standard Time on May 16, 2012. The outside of the package (envelope or box) should be clearly marked:

“RESPONSE TO REQUEST FOR INFORMATION 11-74”

Any questions regarding this RFI must be submitted to the above address. Questions

may also be submitted by e-mail to swebb@idoa.in.gov no later than 3 p.m. EST on May 2, 2012. Responses to all questions will be promptly prepared through a cooperative effort of IDOA and IDOE. A copy of the question and answer document will be disseminated equally.

Inquiries are not to be directed to any staff member of IDOE. Doing so may result in disqualification of your proposal from consideration for potential award(s).

Responses will be considered public information once a potential contract award has been made.

Please note that Steve Webb is the state's single point of contact for this RFI.